

GLOBAL COLLABORATION: REVOLUTIONIZING INTERNATIONAL COMMERCE AND EXPANDING THE ENTREPRENEURIAL POTENTIALS OF YOUNG ENTREPRENEURS

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Abstract

In today's globalized and digitally connected world, cross-border collaboration is a key enabler of innovation, trade, and entrepreneurship. This community service activity conducted by the Universitas Pelita Harapan Business School aimed to equip students from Iloilo University, Philippines, with the insights and mindset required to thrive in international business. The seminar titled *Global Collaboration: Revolutionizing International Commerce and Expanding the Entrepreneurial Potentials of Young Entrepreneurs* highlighted cross-cultural partnerships, digital technologies, and international market access as critical enablers of entrepreneurial opportunities. Practical strategies for building global networks, innovating through e-commerce, and leveraging digital tools were discussed. The program empowered students to think globally, act strategically, and foster sustainable innovation.

Keywords: E-Commerce, Innovation, International Business, Entrepreneurship

INTRODUCTION

In today's highly interconnected world, global collaboration has emerged as a transformative force in shaping international commerce and expanding the horizons of entrepreneurial ventures. Rapid advancements in digital technology, easier access to cross-border communication, and increasing cultural exchange have made the global business environment more accessible than ever before. For young entrepreneurs—particularly students in the Philippines entering the entrepreneurial landscape—this creates unprecedented opportunities to participate actively in the global market and contribute meaningfully to global innovation and trade.

The Philippines, as a developing economy within Southeast Asia, is uniquely positioned to harness the benefits of global collaboration. With a young, tech-savvy population and a strong presence of overseas Filipino workers (OFWs), the country maintains close ties to the international community. In the context of entrepreneurship, these ties can evolve into strategic global partnerships that support knowledge sharing, co-creation of business models, cross-border investments, and joint ventures. Filipino students studying entrepreneurship are therefore encouraged not only to understand local business practices but also to embrace global

perspectives that foster competitiveness, adaptability, and sustainable impact.

Global collaboration in entrepreneurship encompasses various forms of interaction, including international joint ventures, digital partnerships, academic-industry linkages, and cross-cultural innovation ecosystems. With the help of digital platforms such as online marketplaces, cloud computing, remote working tools, and social media, young entrepreneurs from the Philippines can now engage with global stakeholders, promote their products to international audiences, and co-develop solutions with partners from different regions. These developments are revolutionizing international commerce by making it more inclusive, decentralized, and innovation-driven.

Moreover, the rise of borderless commerce presents young Filipino entrepreneurs with new avenues to overcome traditional limitations such as capital constraints, geographical isolation, and limited mentorship. Access to global incubators, startup accelerators, and entrepreneurial competitions allows students to refine their ideas, secure funding, and gain exposure. These experiences enhance their technical and business skills, shape their global mindset, and strengthen their ability to navigate the complexities of a multicultural and dynamic business environment. In addition, the rapid growth of e-commerce in the Philippines signals strong potential for young entrepreneurs to enter the global digital marketplace. In 2021, the country's e-commerce sales reached approximately USD 17 billion, supported by over 73 million active online users. This number is projected to rise to USD 24 billion by 2025, reflecting a compound annual growth rate of 17% (Trade & Administration, 2024). The COVID-19 pandemic further accelerated this demand, as Filipinos shifted to remote work and online education, driving widespread adoption of digital technology in business operations. In higher education, this shift exposed inequalities and the urgent need for nationwide digital infrastructure, as many students lost access to educational resources during lockdowns (World Bank, 2023).

From an academic standpoint, integrating global collaboration into the study of entrepreneurship aligns with the educational goals of developing holistic, globally competent, and socially responsible graduates. The digital transformation of Philippine education is recognized as a critical strategy to achieve inclusive economic participation and lifelong learning for Filipino (World Bank, 2023; Rahmawati et al., 2023). As the Philippines continues to reform its higher education curriculum to meet international standards, entrepreneurship education must include experiential learning activities such as student exchange programs, virtual collaboration projects with international peers, mentorship with global entrepreneurs, and participation in regional economic forums such as ASEAN and APEC. These initiatives ensure that students are business-ready, globally connected, and socially aware.

Furthermore, global collaboration reinforces the development of essential entrepreneurial competencies in today's world—creativity, innovation, critical thinking, digital literacy, and intercultural communication. When exposed to global networks, Filipino students are better positioned to address both local and international challenges with innovative solutions. For instance, they can develop tech-based solutions for rural communities, promote sustainable tourism with a global audience, or create socially driven businesses that access international funding sources.

It is also important to note that the global entrepreneurial landscape is increasingly being

shaped by digital entrepreneurship, sustainability, and social impact. Many young entrepreneurs today are no longer driven solely by profit but by purpose. This aligns well with Filipino cultural values emphasizing community, bayanihan (mutual help), and resilience (Pacific et al., 2021; Lloren-Alcantara & Capistrano, 2024; Eosglobalexpansion.com, 2024). By collaborating globally, Filipino student entrepreneurs can scale their mission-driven businesses, advocate for inclusive development, and contribute to global objectives such as the United Nations Sustainable Development Goals (SDGs) (Bayanihan, 2025).

However, global collaboration is not without its challenges. Barriers such as cultural differences, limited access to digital infrastructure in rural areas, and lack of exposure to international business practices may hinder the ability of some students to fully engage in global networks. Hence, academic institutions and policymakers in the Philippines must work together to provide enabling environments such as improved digital connectivity, entrepreneurial education, access to global networks, and support services—to help students build the confidence and capacity necessary for global engagement. As emphasized by the World Bank, the pandemic widened the digital divide in higher education and exposed the need for large-scale investment in infrastructure and digital skills to ensure inclusive access to innovation and learning opportunities (World Bank, 2023)

In conclusion, global collaboration is a powerful enabler of growth for international commerce and the entrepreneurial aspirations of Filipino youth. By embedding this perspective into entrepreneurship education, universities in the Philippines can empower students to think globally, act strategically, and innovate purposefully. In doing so, the country nurtures future business leaders and active contributors to a more interconnected and equitable global economy.

IMPLEMENTATION METHOD

To enhance students' understanding of international business, global marketing strategies, and entrepreneurship, this workshop integrates theoretical frameworks with practical insights. Drawing on the works of Tan et al. (2021, 2019) and international business perspectives shared by Dr. Cynthia, the training program is structured around four key learning modules:

1. Theoretical Foundation of International Business and Entrepreneurial Risk Management

An academic expert will deliver a session covering core international business concepts such as cross-border trade frameworks, global market entry strategies, and risk analysis. This material is informed by Dr. Jacob Tan who emphasized that small and medium enterprises (SMEs), including family-owned businesses, often face risks related to cash flow deficiency, political uncertainty, and cultural misalignment when entering international markets (Tan et al., 2021). Students will learn strategic frameworks for mitigating these risks and enhancing resilience in global business environments.

2. Global Case-Based Learning and Transgenerational Entrepreneurship

Participants will engage with real-world case studies from international entrepreneurs and family business successors who have succeeded in scaling ventures globally. Inspired by

the study of transgenerational entrepreneurship in Indonesian Chinese SMEs by Dr. Jacob Tan, this session emphasizes the role of cultural values, mentorship, and entrepreneurial grooming across generations. Students will be encouraged to explore how global businesses nurture innovation and maintain entrepreneurial legacy while responding to evolving market dynamics (Jacob D. Tan et al., 2019).

3. Practitioner Session: Export-Import Experience Sharing with Dr. Cynthia

In this session, Dr. Cynthia an international business practitioner and academic will share her hands-on experiences in managing export-import activities involving Southeast Asian markets. Her explanation will be grounded in the theoretical framework of international business by (Daniels et al., 2024) who highlights critical aspects of international trade such as comparative advantage, trade barriers, foreign exchange risks, and logistics coordination. Students will gain exposure to the real-world application of international trade policies, INCOTERMS, and documentation practices in global commerce.

The main target of this workshop is to enhance students' understanding of international business, global marketing strategies, and entrepreneurship, while also strengthening their ability to engage in real-world global commerce. By integrating both theoretical knowledge and practical experience, the workshop aims to prepare students to operate within dynamic and competitive international markets. Through sessions based on cross-border trade theory, entrepreneurial risk management, and global marketing principles, students will be introduced to key concepts such as international market entry strategies, trade barriers, foreign exchange risk, and cultural dynamics in global business environments.

To complement the theoretical foundation, the workshop features a case-based learning session that draws from actual success stories of transgenerational entrepreneurship in Indonesian family SMEs. These cases, as studied by Dr. Jacob D. Tan, highlight the importance of entrepreneurial succession planning, mentoring across generations, and cultivating innovation within family businesses to sustain long-term competitiveness in the international market. By understanding these models, students are expected to recognize the relevance of cultural values, vision continuity, and global adaptability in building scalable ventures.

Another highlight of the workshop is the practitioner session led by Dr. Cynthia, who has brought her first-hand experience in managing export-import operations across Southeast Asia. This session translates the theories from Daniels et al. (2024) into applicable knowledge by demonstrating how concepts such as comparative advantage, logistics coordination, and INCOTERMS operate in real-world trade environments. The sharing will expose students to the regulatory, financial, and operational aspects of global transactions, including the preparation of trade documentation and the handling of international shipments. This will not only enhance their global business literacy but also build confidence in applying international trade practices in their own entrepreneurial initiatives. Overall, this workshop seeks to foster an entrepreneurial mindset and global perspective among students, empowering them to innovate, collaborate, and lead in today's interconnected business landscape.

To ensure effective knowledge transfer and participant engagement, the following structured activities were conducted during the PKM program:

a. Opening and Orientation

The session opened with a brief welcome, outlining the objectives, expected benefits, and agenda of the community service (PKM) program. Participants were introduced to the relevance of innovation, entrepreneurship, and international business in the current global context.

b. Presentation on Innovation and Youth Entrepreneurship

The first educational session delivered a detailed explanation of innovation and entrepreneurship. Topics included:

1. The concept of innovation and its role in entrepreneurial development.
2. Understanding proper entrepreneurial behavior among youth.
3. The basic principles of innovation and how to apply them in starting a business.

c. Presentation on International Business

This session introduced fundamental concepts in international business:

1. Explanation of international business frameworks and cross-border trade principles.
2. The interconnection between e-commerce and international business operations.
3. The importance of strategic planning in facing international risks such as currency fluctuations, policy changes, and logistics disruptions.

d. Interactive Feedback and Reflection Session

Participants were encouraged to provide feedback, reflect on their learnings, and share their perspectives. This session promoted dialogue and deeper understanding through open Q&A.

e. Seminar and Results Dissemination

At the end of the program, a formal seminar was held where participants summarized key takeaways and how they would apply the insights in their business or academic journey. The session concluded with remarks from the facilitators.

f. Certificate and Module Distribution

To recognize participation, each student received a certificate of completion and printed training materials. A photo session was also held to document the activity and celebrate the success of the program.

RESULTS AND DISCUSSION

This PKM program successfully provided students with foundational insights into entrepreneurship and international business, particularly for those aiming to develop globally scalable business ideas. Through a combination of conceptual frameworks, reflective activities, and practitioner sharing, the participants gained not only theoretical knowledge but also an appreciation of real-world application.

1. **The concept of entrepreneurship**, which is widely defined as the process of identifying opportunities, organizing resources, and creating value through innovation and strategic risk-taking, served as the foundational idea of this program. In line with Tan et al. (2019), students were encouraged to see entrepreneurship not merely as the act of starting a

business, but as a lifelong mindset—one that blends passion, vision, and resilience, especially in navigating uncertain or competitive environments. To deepen their understanding, students were introduced to the Business Model Canvas (BMC) framework, a strategic management tool that helps entrepreneurs visually map out and align the core components of a business (Micieta et al., 2020). As explained by Dr. Jacob Tan, this model is particularly effective for novice entrepreneurs because it simplifies complex business planning into nine interconnected elements: customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure. By the BMC, students were able to structure their ideas, identify their target customers, articulate the value they offer, and analyze how these translate into feasible business operations and income generation. The framework also allowed students to recognize the importance of linking their innovation to real market needs—an essential entrepreneurial skills in both local and international contexts.

2. International Business and Global Commerce

International business is defined as “the commercial transactions that are carried out across national borders to meet the objectives of individuals and organizations” (Daniels et al., 2022). In the modern global economy, international business is no longer limited to large multinational corporations; it is increasingly accessible to startups and small- to medium-sized enterprises (SMEs), particularly through digital platforms such as online marketplaces, B2B trade systems, and social media commerce. However, successful international expansion requires a comprehensive understanding not only of economic variables, but also of cultural nuances, legal frameworks, and logistical infrastructures.

To connect theory with practical application, the workshop featured a special session led by Dr. Chyntia, who shared her extensive experience in the export and import of crude palm oil (CPO) across Southeast Asia. Drawing from her professional background, she explained how Indonesia’s palm oil industry functions within complex international trade dynamics, which are shaped by elements such as INCOTERMS, commodity price fluctuations, tariffs, and global shipping agreements. She also highlighted operational challenges such as navigating export-import documentation, negotiating international contracts, coordinating with inspection agencies, and responding to abrupt shifts in global demand due to political changes or environmental regulations. **INCOTERMS (International Commercial Terms)** are globally recognized trade terms published by the International Chamber of Commerce (ICC). They define the responsibilities of buyers and sellers in international transactions, including who is responsible for shipping, insurance, customs duties, and the transfer of risk. Common INCOTERMS such as FOB (Free on Board), CIF (Cost, Insurance, and Freight), and DDP (Delivered Duty Paid) help prevent misunderstandings in cross-border trade by clearly outlining obligations and logistics between parties.

Dr. Chyntia’s session helped students contextualize key concepts from Daniels et al., such as comparative advantage, foreign exchange risk, and trade logistics, by illustrating how these theories are applied in real-world business operations. Her case study demonstrated that even products manufactured locally, like palm oil, rely heavily

on international coordination for aspects such as financing, quality assurance, market timing, and cross-cultural negotiations. Furthermore, her insights emphasized the crucial role of trade compliance and documentation—areas that are often overlooked in general entrepreneurship training but are essential in the field of international commerce.



Figure 1. Opening Ceremony of the Workshop Event with Iloilo Philippines University

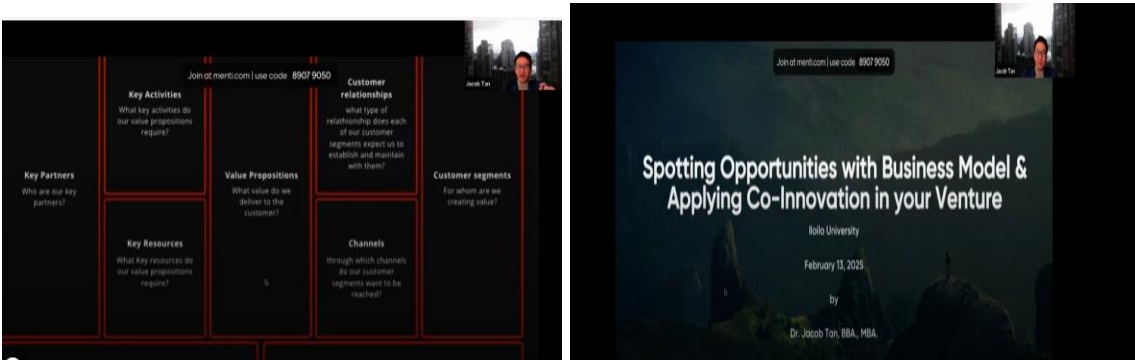


Figure 2. The First Topic

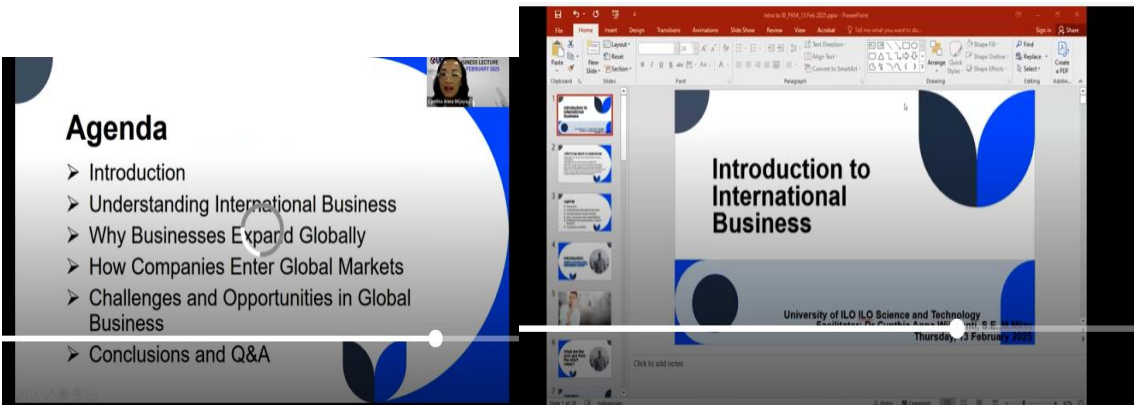


Figure 3. The second Topic



Figure 4. Q & A session



Figure 5. Closing Ceremony

CONCLUSION

In conclusion, this program offered more than just a technical understanding of business—it nurtured students’ readiness to operate in a global business landscape. By integrating academic frameworks from Daniels et al., (2024), Dr. Jacob Tan and enriching the experience with real-world export-import insights from Dr. Cynthia, participants walked away with a stronger grasp of how entrepreneurship and international business intersect in practice. They also developed critical thinking skills, cultural awareness, and a clearer vision for building businesses that go beyond borders.

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